

# St Johns Roman Catholic Primary School (After School Club)

Inspection report for early years provision

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<b>Unique reference number</b>	EY259120
<b>Inspection date</b>	13/01/2011
<b>Inspector</b>	Janice Linsdell
<b>Setting address</b>	St. Johns RC Primary School, Chapel Lane, Burscough, Ormskirk, Lancashire, L40 7RA
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

St John's Roman Catholic Primary School (After School Club) opened in 2004. It is run by a voluntary management committee and operates from the main school hall of St John's Catholic Primary School in Burscough, Lancashire. Children also have access to the parish church hall and the school grounds for outdoor play. The club serves children from the local community. It is open each weekday from 3.15pm to 5.30pm, term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children aged from four to under eight years may attend the club at any one time. The club also admits children up to the age of 11 years. There are currently 63 children on roll. Of these, 31 children are under the age of eight years and two are within the early years age range. During the inspection, there were no children present within the early years age range.

The club employs three members of staff, including the manager. Of these, two hold appropriate early years and teaching assistant qualifications at level 3 and one holds an appropriate early years qualification at level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun in the relaxed and welcoming club. Staff meet children's needs appropriately and make sure they feel included and valued. Good partnerships with parents and carers, and close links with the school benefit the children's care. Most documentation that promotes children's welfare is available, but some records do not fully meet requirements. All recommendations from the last inspection have been addressed, which shows a capacity for improvement. However, systems for evaluating the quality of the club and identifying clear targets for improvement are not yet fully embedded.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 27/01/2011
- ensure the daily record of the names of the children looked after and their hours of attendance includes the names of the children's key workers 27/01/2011

(Documentation).

To further improve the early years provision the registered person should:

- review the health and safety procedures for checking equipment, so that children can easily access the soap dispenser to clean their hands
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff clearly understand safeguarding procedures and know how to deal with any concerns about the children's welfare. Daily safety checks and risk assessments of the premises ensure children are kept safe. All staff are vetted as suitable to work with children. Overall, documents to promote children's safety and welfare are available and appropriately maintained, but certain information is not in place. For example, parental consent for emergency treatment is not obtained and the daily register of children's attendance does not include the names of the staff caring for them. This is a breach in requirements.

Staff who work in the club also work in the school and the manager supports young children in reception class. These positive links enable staff to get to know the children's needs and abilities really well and provides very good continuity of care. The manager values input from the local authority advisor and she is beginning to identify some targets for the future. However, systems for self-evaluation remain incomplete and staff are not involved in the process, which impacts on the club's ability to drive improvement. Engagement with parents and carers is effective and feedback from parental questionnaires highlight very positive views about the club.

Space and resources are organised appropriately so that children can take part in a varied range of activities to support their learning and development. Staff create a relaxed and friendly atmosphere, where all children are made to feel welcome and included. They support children to value other cultures by organising activities, such as Indian food tasting.

## **The quality and standards of the early years provision and outcomes for children**

Staff are positive role models and develop supportive relationships with the children, which enables them to feel safe and secure in the club. Staff are starting to use planning, observation and assessment systems to record children's learning and progress. A file is available that includes photographs and observations of the children at play, but staff are not fully assisted in monitoring children's progress as this information is not linked to individual areas of learning. Children's next steps

are noted and staff consider these when organising activities. They make sure children receive a suitable range of activities that complement their learning in school. Children are encouraged to make independent choices about how to spend their time and participate in activities that interest them.

The range and balance of activities on offer helps children to develop skills for the future. A selection of books is available that encourages children's reading skills. Craft table resources enable children to demonstrate their creative skills as they draw, cut and glue. Some resources to promote children's awareness of diversity are available and the manager highlights this as an area for further improvement. Board games and jigsaws support children's skills in problem solving and numeracy. There are opportunities for children to learn about the natural world, as they grow potatoes and strawberries.

Staff support children's outdoor play and promote their enthusiasm as they organise exciting games, such as hide and seek in the dark. Outdoor play areas are spacious and provide opportunities for children to climb and balance, benefiting their health and well-being. The rolling snack system successfully encourages children to make healthy choices from the wide range of snacks on offer. However, children cannot always wash their hands thoroughly as the soap dispenser is not working properly.

Staff remind children about rules and boundaries so they learn how to keep themselves safe in the club. Fire drills are practised regularly so that children know how to respond in an emergency. Staff demonstrate how they manage children's behaviour appropriately, for example, by offering praise and intervening promptly when there are minor disagreements. Social skills are encouraged and children learn patience and cooperation as they take turns on the new games console.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met